COMMISSION ON TEACHER CREDENTIALING

Ensuring Educator Excellence

Induction Program Standards
Adopted June 2008

Preconditions
Adopted August 2008

Language Addressing the Teaching of English Learners
Updated January 2013

Multiple and Single Subject Induction Programs

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Section 1: Preconditions for Commission-Approved Induction Programs

General Preconditions Established by State Law and the Commission

Pursuant to Education Code Section 44227(a), each program of teacher induction for a Clear credential shall adhere to the following requirements of the Commission.

(1) Approval and Academic Credit. To be granted <u>initial institutional approval</u> by the Commission to become eligible to submit programs or <u>continuing approval</u>, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants postbaccalaureate academic credit, or both. This provision does not apply to teacher induction programs offered by school districts and/or local education agencies (LEAs) as defined by the Education Code.

For LEAs as defined by Education Code that wish to offer a teacher induction program, the district or LEA shall submit verification of the governing board's or Superintendent's agreement to sponsor the induction program.

(2) Responsibility and Authority. To be granted <u>initial institutional approval</u> by the Commission to become eligible to submit programs or <u>continuing approval</u>, the institution/district/LEA shall provide the following information:

(a) Identification of the position within the organizational structure that is responsible for ongoing oversight of all educator preparation programs offered by the institution/district/LEA (including the induction program).

(b) Description of the reporting relationship between the position described in (a) and the individuals who coordinate the induction program offered by the institution/district/LEA. If a reporting relationship is indirect, describe the levels of authority and responsibility for each individual.

(3) Personnel Decisions. To be granted <u>initial institutional approval</u> by the Commission to become eligible to submit programs or <u>continuing approval</u>, a teacher induction program must be proposed and operated by an institution/district/LEA that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention, or graduation of students, and decisions regarding the employment, retention or promotion of employees.

(4) Demonstration of Need. To be granted <u>initial institutional approval</u> by the Commission to become eligible to submit programs, the teacher induction program proposal must include a demonstration of the need for the program.

(5) Commission Assurances. To be granted <u>initial institutional approval</u> by the Commission to become eligible to submit programs, the teacher induction program sponsor must (a) demonstrate that the program will fulfill all of the applicable standards of program quality and effectiveness that have been adopted by the Commission and approved by the California Department of Education; (b) include an assurance that the institution/district/LEA will cooperate in an evaluation of the program by an external team or a monitoring of the program by the Commission; and (c) include an assurance that the institution/district/LEA will participate in focused reviews of one or more aspect(s) of the program when designated by the Commission.

(6) Requests for Data. To be granted <u>initial institutional approval</u> by the Commission to become eligible to submit programs or <u>continuing approval</u>, the institution/district/LEA must identify a qualified individual responsible for reporting and responding to all requests from the Commission for the electronic submission of data, including, but not limited to, program enrollments, program completers, transferring candidate transportability processes, Early Completion Option criteria and number of Early Completion Option program completers, and candidate and state and federal reporting data within the time limits specified by the Commission.

(7) Program Admission. An institution/district/LEA sponsoring a teacher induction program must assess each candidate's standing in relation to the eligibility criteria for enrollment in a teacher induction program, and admit only those candidates who meet the first requirement and the second, if applicable:
- The candidate holds a valid California Preliminary Multiple and/or Single Subject Teaching Credential (Ryan Credential or SB 2042 Credential)
- The candidate, if trained out of state, has less than two years of teaching experience.

Reference: Education Code Sections 44279.1, 44279.4.

(8) Early Completion of Program Requirements. An institution/district/LEA sponsoring a professional teacher induction program shall make available and advise candidates of an Early Completion option for "experienced and exceptional" candidates who meet the program's established criteria.

Reference: Education Code Section 44279.25.

(9) Program Support Providers. An institution/district/LEA sponsoring a teacher induction program shall ensure that the assignment of a support provider for each beginning teacher occurs within the first 30 days of initial teacher participation in the induction program so the candidate and the support provider can begin to develop a professional induction plan for the support and development of each beginning teacher. The support provider must hold a valid California teaching credential, or have equivalent professional background and experience.

Reference: Education Code Section 44279.

(10) English Language Skills. In each program of professional teacher induction, the sponsoring institution/district/LEA shall require the candidates to demonstrate knowledge

of methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language.

Reference: Education Code Section 44259.5.

(11) Completion of Requirements. An institution/district/LEA sponsoring a teacher induction program shall determine, prior to the recommending of a candidate for the Clear credential, that the candidate has completed the approved induction program.

Reference: Education Code Sections 44259, 44274.2.

Section 2: Program Document Submission and Contact Information

Initial Program Review (IPR) is the process through which new program proposals are reviewed prior to approval. The new program proposals are reviewed by two trained Board of Institutional Review (BIR) members or specialists in the credential area who must come to consensus about the program's alignment to standards. Once the proposal has met all standards, the program is recommended to the Committee on Accreditation (COA) for initial approval. An *Intent to Submit* form is due a minimum of 60 days prior to the intended submission date. The full program proposal must be received at the Commission a minimum of 30 days prior to a scheduled IPR reading session.

Initial Program Review-Submission Instructions and Information

Initial Program Review – Intent to Submit Form

IPR - Submission Guidelines and Transmittal Form

For technical assistance in the initial program submission process, please visit the Prospective Program Sponsors web page for information on the consultant assigned to this content area: Program Area Specific Technical Assistance

Program Assessment is the accreditation activity that takes place in year 4 of the accreditation cycle. If a program has received initial approval within 12 months of the scheduled Program Assessment submission, the program does not participate in a full Program Assessment. Instead, an updated narrative is submitted addressing any program modifications that have been made in the first year of implementation. For the accreditation site visit, in two years, the narrative needs to be updated again to reflect actual program implementation which often requires modifications to classes, syllabi, and assessment processes.

Program Assessment-Submission Instructions and Information

PA Submission Checklist

Maintaining a Current Program Document The Commission expects all approved educator preparation programs to change over time. This Program Sponsor Alert (PSA) provides guidance on how to keep your program document current and how to respond to reviewer feedback during IPR or Program Assessment: http://www.ctc.ca.gov/educator-prep/PS-alerts/2010/PSA-10-12.pdf

Section 3: Common Standards

The Common Standards address issues of institutional infrastructure, stability and processes that are designed to ensure that the implementation of all approved programs is successful and meets all standards. Consequently, there is a single response to the nine Common Standards that reflects the institution's support of each of its educator preparation programs. Institutions are required to submit information related to the Common Standards to the Commission at two points in the accreditation system: 1) prior to an accreditation site visit (year 6 of the cycle); and 2) upon submitting a new program proposal.

The institution must develop **one response** to the Common Standards that reflects institutional support for all approved educator preparation programs. In other words, individual programs do not respond to the Common Standards. If the institution's Common Standards are up to date and the institution submits a new program proposal, the institution must complete an addendum to the Common Standards that assures the Commission that the institution will support the proposed program in the same way it has supported other educator preparation programs.   The Common Standards document is inclusive of the entire unit consequently only one Common Standards document will be maintained at the CTC for each approved institution/program sponsor regardless of how many approved programs are offered.

The Common Standards Glossary should be consulted for definitions of any of the terms found in *italics* in the Common Standards. Click on the following link to locate the Common Standards http://www.ctc.ca.gov/educator-prep/STDS-common.html

Section 4: Program Standards

Category A: Programs Exhibit Effective Design Principles

Program Standard 1: Program Rationale and Design
The induction program incorporates a purposeful, logically sequenced structure of extended preparation and professional development that prepares participating teachers to meet the academic learning needs of all P-12 students and retain high quality teachers. The design is responsive to individual teacher's needs, and is consistent with Education Code. It is relevant to the contemporary conditions of teaching and learning and provides for coordination of the administrative components of the program such as admission, advisement, participant support and assessment, support provider preparation, and program evaluation.

The program design provides systematic opportunities for the application and demonstration of the pedagogical knowledge and skills acquired in the preliminary credential program. The program design includes intensive individualized support and assistance to each participant, collaborative experiences with colleagues and resource personnel, and an inquiry-based formative assessment system that is built upon the *California Standards for the Teaching Profession*. The induction program collaborates with P-12 organizations to integrate induction program activities with district and partner organizations' professional development efforts.

Program Standard 2: Communication and Collaboration
The induction program articulates with preliminary teacher preparation programs and P-12 organizations in order to facilitate the transition from teacher preparation to induction and build upon and provide opportunities for demonstration and application of the pedagogical knowledge and skills acquired in the preliminary credential program.

The induction program collaborates regularly with partner school district personnel. These may include: human resource professionals for identification, eligibility, requirements for participation, and completion; educational services personnel regarding curricular and instructional priorities; and site administrators for site support of the candidate and the program.

Collaboration between the induction program and administrators establishes a professional, educational community, ensuring structures that support the activities of induction and coordinating additional site/district professional development opportunities. Programs offer professional development for site administrators that emphasizes the importance of new teacher development, identifies working conditions that optimizes participating teachers' success and implementing effective steps to ameliorate or overcome challenging aspects of teachers' work environments, and the foundations and processes of induction, in order to effectively transition the new teacher from induction to the role of professional educator.

Program Standard 3: Support Providers and Professional Development Providers
The induction program selects, prepares, and assigns support providers and professional development providers using well-defined criteria consistent with the provider's assigned responsibilities in the program.

Consistent with assigned responsibilities, program providers receive initial and ongoing professional development to ensure that they are knowledgeable about the program and skilled in their roles. Support provider training includes the development of knowledge and skills of mentoring, the *California Standards for the Teaching Profession*, *Effective Teaching* Standards (Category B of the Induction Program Standards), as well as the appropriate use of the instruments and processes of formative assessment systems.

The program has defined criteria for assigning support providers to participating teachers in a timely manner. Clear procedures are established for reassignments when either the participating teacher or support provider is dissatisfied with the pairing.

The program regularly assesses the quality of services provided by support providers to participating teachers and evaluates the performance of professional development providers using well-established criteria. The program leader(s) provides formative feedback to support providers and professional development providers on their work, retaining only those who meet the established criteria.

Program Standard 4: Formative Assessment System
The induction program utilizes a formative assessment system to support and inform participating teachers about their professional growth as they reflect and improve upon their teaching as part of a continuous improvement cycle. Formative assessment guides the work of support providers and professional development providers as well as promotes and develops professional norms of inquiry, collaboration, data-driven dialogue, and reflection to improve student learning.

The program's inquiry-based formative assessment system, characterized by a plan, teach, reflect and apply cycle, has three essential components: standards, evidence of practice, and criteria. The formative assessment processes, designed to improve teaching practice, are based on *The California Standards for the Teaching Profession* (CSTP) and in alignment with the P-12 academic content standards. Evidence of practice includes multiple measures such as self-assessment, observation, analyzing student work, and planning and delivering instruction. An assessment tool identifying multiple levels of teaching performance is used as a measure of teaching practice. Reflection on evidence of practice is a collaborative process with a prepared support provider and/or other colleagues as designated by the induction program.

Participating teachers and support providers collaborate to develop professional goals (an Individual Induction Plan) based on the teacher's assignment, identified developmental needs, prior preparation and experiences, including the Teaching Performance Assessment (TPA) results, when possible. The Individual Induction Plan (IIP) guides the activities to support growth and improvement of professional practice in at least one content area of focus. The Individual Induction Plan (IIP) is a working document, and is periodically revisited for reflection and updating.

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**Category B: Programs Provide Opportunities for
Participants to Demonstrate Effective Teaching**

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Program Standard 5: Pedagogy
Participating teachers grow and improve in their ability to reflect upon and apply the *California Standards for the Teaching Profession* and the specific pedagogical skills for subject matter instruction beyond what was demonstrated for the preliminary credential. They utilize the adopted academic content standards and performance levels for students, curriculum frameworks, and instructional materials in the context of their teaching assignment.

Participating teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction. They plan and differentiate instruction using multi-tiered interventions as appropriate based on the assessed individual, academic language and literacy, and diverse learning needs of the full range of learners (e.g. struggling readers, students with special needs, English learners, speakers of non-dominant English, and advanced learners).

To maximize learning, participating teachers create and maintain well-managed classrooms that foster students' physical, cognitive, emotional and social well-being. They develop safe, inclusive, and healthy learning environments that promote respect, value differences, and mediate conflicts according to state laws and local protocol.

Participating teachers are fluent, critical users of technological resources and use available technology to assess, plan, and deliver instruction so all students can learn. Participating teachers enable students to use technology to advance their learning. Local district technology policies are followed by participating teachers when implementing strategies to maximize student learning and awareness around privacy, security, and safety.

Program Standard 6: Universal Access: Equity for all Students
Participating teachers protect and support all students by designing and implementing equitable and inclusive learning environments. They maximize academic achievement for students from all ethnic, racial, socio-economic, cultural, academic, and linguistic or family background; gender, gender identity, and sexual orientation; students with disabilities and advanced learners; and students with a combination of special instructional needs.

When planning and delivering instruction, participating teachers examine and strive to minimize bias in classrooms, schools and larger educational systems while using culturally responsive pedagogical practices.

Participating teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to the state-adopted academic content standards.

a) **Teaching English Learners**
   To ensure academic achievement and language proficiency for English learners, participating teachers adhere to legal and ethical obligations for teaching English Learners including the identification, reclassification and monitoring processes. Participating teachers implement

district policies regarding primary language support services for students. Participating teachers plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as state language proficiency assessments, state standards assessment and local assessments.

Based on teaching assignment and the adopted language program instructional model(s), participating teachers implement one or more of the components of English Language Development (ELD): grade-level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Participating teachers demonstrate effective strategies that support student learning and lead to mastery of academic content standards and objectives. Participating teachers also develop language objectives to addresses language and literacy demands inherent in content area instruction (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).

Participating teachers demonstrate skills for managing and organizing a classroom with first- and second-language learners.

Participating teachers plan instruction that demonstrate their understanding of the importance of students' family and cultural backgrounds, and experiences.

Participating teachers communicate effectively with parents and families, taking into account the linguistic and cultural backgrounds of students and their families.

Participating teachers instruct English learners using adopted standards-aligned instructional materials. Participating teachers differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

b) Teaching Special Populations
To ensure academic achievement for special populations, participating teachers adhere to their legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services. Participating teachers appropriately identify factors that could affect the determination of an English Learner's language/learning disability. Participating teachers implement district policies regarding support services for special populations. Participating teachers communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, participating teachers provide differentiated instruction including accommodations and modifications based on assessed student needs. Participating teachers recognize student strengths and needs, use positive behavioral support strategies, and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Participating teachers instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing paraeducators, using assistive and other technologies).